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RDG 4402

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Individualized Integrated Curricular Unit

**4th Grade Social Studies TEKS to be covered in the unit:**

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

(D) identify different points of view about an issue, topic, historical event, or current event

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(C) express ideas orally based on research and experiences;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and

(E) use standard grammar, spelling, sentence structure, and punctuation.

**4th Grade ELA TEKS to be covered in the unit:**

(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) summarize and explain the lesson or message of a work of fiction as its theme; and

(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.

(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) sequence and summarize the plot's main events and explain their influence on future events;

(B) describe the interaction of characters including their relationships and the changes they undergo; and

(C) identify whether the narrator or speaker of a story is first or third person.

(9) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).

(17) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.

(22) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

(A) spell words with more advanced orthographic patterns and rules:

(i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);

(ii) irregular plurals (e.g., man/men, foot/feet, child/children);

(iii) double consonants in middle of words;

(iv) other ways to spell sh (e.g., -sion, -tion, -cian); and

(v) silent letters (e.g., knee, wring);

(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and

(B) follow, restate, and give oral instructions that involve a series of related sequences of action.

**4 Synopses of fiction read aloud books that correspond with the unit:**

*Skippyjon Jones: Class Action*, by Judy Schachner, was published in 2011. The main character is a Siamese kitten who thinks he is a Chihuahua and is ready to start attending school. However, school is known to be for the dogs only. He ends up attending school under the guise of a Chihuahua and finds out there is a school bully. He creates an alter ego, Skippito, to take care of this bullying. The way Skippito stops the bullying is by actually talking to the bully and finding out what is bothering him. It turns out that the bully was simply hungry, and Skippito gives him a banana, despite being hungry himself.

*Kat Kong*, by Dav Pilkey, was published in 1993. It is a tale of 2 rats named Doctor Varmint and Rosie Rodent and their attempt to capture the notorious Kat Kong. Upon his capture, he is displayed for all of ratkind in shackles. However, he breaks free and storms the city of Mousopolis. Thanks to Captain Limburger’s quick thinking, Kat Kong is stopped from his rampage. The last line of the book references curiosity as what killed the cat. The best part about this book is its excellent and unique graphics – not quite illustrations, but more of a photo collage. Also, the first few pages of the book introduces the “cast” and “crew” along with other movie inspired graphics and wording. (The author is noted as the writer and “director.”)

*It’s a Small World*, by Joey Chou, was published in 2011. It is a colorful visual experience that illustrates the reality of this popular song. I think this book is a great book to have in the classroom. A lot of children already know this song, so adding illustrations that interpret the song is a great touch. Each illustration has similarities and differences – the constant similarity of each illustration is people represented in the style of their culture. The illustrations gives us a visual of despite certain things like food and location being different, we are all humans. Therefore, I believe this book does a great job at literally illustrating a popular song’s truly meaningful lyrics. I also feel the familiarity of the lyrics could be helpful in the read aloud for my particular student.

*Where the Wild Things Are*, by Maurice Sendak, was originally published in 1963. This book perfectly encapsulates to potential of childhood imagination. Max, the main character, is shown wearing a wolf suit. He is up to no good around the house at supper time, causing his mother to call him “Wild Thing.” Max responds to his mother in-character as the wolf, causing him to be sent to bed without supper. Here, in Max’s room, all sorts of wild things ensue thanks to Max’s wild imagination. A forest grows in his room, along with an ocean, and he travels to the home of the “wild things.” Max actually ends up intimidating these other wild things, and becomes king. With his newly acquired power, Max sends the other wild things to bed without their suppers – just like his mother did in the beginning of the book. Max then gets lonely and heads back to his room – over years of travel, he arrives back in his room – and his warm supper is there waiting for him.

**4 Synopses of nonfiction read aloud books that correspond with the unit:**

*Of Thee I Sing: A Letter to My Daughters*, by Barack Obama, was published in 2010. This book is written in the form of a letter to his two daughters. He pays tribute to thirteen historic Americans and their contributions to the foundation of our nation. People mentioned are Georgia O’Keefe, Jackie Robinson, Martin Luther King, Jr., Neil Armstrong, Helen Keller and George Washington, among others. The message of the book is about the potential within all of us to pursue our dreams and forge our own paths. It celebrates the characteristics that unite all Americans, from our nation’s founders to the future generations. This book is another great children’s book celebrating diversity and the make up of our country. Major historical characters of all backgrounds are addressed and compared to President Obama’s daughters, adding to the theme of highlighting similar qualities across cultures. I think this book is good for any age, as the illustrations alone can tell a great visual story.

*Odd Boy Out: Young Albert Einstein*, by Don Brown, was published in 2004. Most people have heard of the genius of Albert Einstein, but it is most interesting to discover the background that made the genius. The book begins in the year 1879 with the birth of baby Albert in Ulm, Germany. On the second page, Einstein’s grandmother is quoted as calling him “much too fat” and his mother worries about the swollen appearance of his head. Despite the doctor’s insistence of normalcy of the newborn, the family continually expressed dissatisfaction with his appearance. He has seemingly different interests from other children such as building 14 story card houses out of an obsession with them. His father gifted him a compass and it proves to be a turning point in Albert’s life. He became obsessed with the “hidden thing” that made the compass work. The story then progresses to describe Albert as an odd boy among his classmates. While they play ball, he sits alone. The other boys are fascinated and excited by the presence of soldiers in their town. Albert is described as being disturbed by the soldiers. In my opinion, this shows his advanced emotional development. Albert practices violin frequently at home, especially Mozart. Albert later said, “I believe that love (of a subject) is a better teacher than a sense of duty – at least for me.” One teacher of Albert’s is noted as telling Albert that he would never get anywhere in life due to his attitude toward subjects other than math. Another different behavior that Albert exhibits is antisocialism. However, during periods that he appears antisocial, Albert actually enjoys working extremely complex math problems for fun. The book ends informing the writer of Einstein’s great Nobel Prize. The author also notes that Einstein did not relish in the fame. Instead, he continued with his apparently antisocial behavior, exploring other wonders and puzzlements of his own invention. The last line of the book is: “For the world, Einstein comes to mean not fat baby, or angry child, or odd boy, but great thinker.”

*The Librarian of Basra*, by Jeanette Winter, was published in 2005. This story is a true story about a librarian in Basra, Iraq. There are over thirty thousand books in her library, including a biography of Muhammad that is 700 years old. The library has been converted to government offices, as the war ravages the town. Alia becomes concerned that the library will be destroyed like most of the other buildings in her town. She decides to evacuate as many books as possible. She hires a truck to transport the books one night and fills her house with as many of them as she can. She also has books distributed to friends’ houses for protection. The end leaves the reader wondering what will happen, as the war continues. The last page expresses that until the war ends, the books are safe.

*Bones*, by Steve Jenkins,was published in 2010. It is a children’s nonfiction book about not only human bones, but also those of animals. Jenkins uses a great graphic/collage technique to create accurate, yet artistic, renderings of bones. Not only does this book feature attention-capturing photos and artwork, it includes tons of facts that are worded in the proper language for elementary and secondary students. The human skeleton is compared to all sorts of other animal skeletons, which proves fascinating. Overall, this is a great book packed with valuable scientific facts!